**Let’s Debate!**

**Assignment:** In groups of 5 to 6, you will be holding a structured debate in front of the class. You will be assigned one of the questions below and must convincingly argue both sides as a group.

Each debate will be **structured** as follows…

Your group will split up into **two factions/sides**. Each will take one side of the argument (for or against). Every individual should take on *two* of the following roles: speaker, researcher, and note-taker (a group should have at least 4 speakers and 4 researchers).

Introduction 1: Side 1 will introduce their argument (providing a general overview of what they will be discussing). *(1-2 min)*

Introduction 2: The opposing side (Side 2) will do the same as above. *(1-2 min)*

Argument 1: Side 1’s first supporting point will be introduced. Each argument should have at least two supporting sub-points as evidence. *(4 min)*

Counter argument and Argument 1: Side 2 will respond to Side 1’s argument (with a critical rebuttal), then continue with their first argument. *(5 min)*

Counter argument and Argument 2: Side 1 will respond to the previous argument and introduce their second point. *(5 min)*

Counter argument and Argument 2: etc. as above *(5 min)*

Counter argument and Conclusion: Side 1 will respond, and then summarize their side with a conclusion. *(2-3 min)*

Conclusion: Side 2 will present their conclusion *(1-2 min)*

After the debate, the class will have the opportunity to ask questions. Each group has approximately **30 minutes** (any longer and they will be stopped).

**The Topics:** (you will be assigned *one*)

1. Are GMFs safe to consume?
2. Do GMFs benefit the environment?
3. Are GMFs good for the economy?
4. Does plant-life suffer from the production of GMFs?

Each side will take a **yes or no standpoint** and will have **two arguments** prepared with at least **two pieces of evidence to support each argument** (your resources should be written down and handed in to the teacher).

You will be marked according to the provided **rubric** and the **individual group assessments**.

Checklist:

* Did every person in the group take on two of the three roles?
* Do the two introductions explain the topic clearly (as well as each standpoint) and give an overview of the separate arguments?
* Does the group have two solid arguments to support each standpoint? Are they presented in an organized manner?
* Do we have at least three resources to support our arguments? Are they written down to hand in to the teacher?
* Do our counter-arguments make sense? Do we make use of our critical thinking skills?
* Is the conclusion thorough and does it refer back to the evidence?
* Is the debate structured to fit within the 30 allotted minutes?
* Do we make sure to define any words the class may not know?

**Self and Group Assessment**

Name:

Name of group members:

Using the circle below, indicate the amount of work each person put into your debate:

What are the contributions you made to the debate?

Do you feel that work was evenly distributed among your group members?

Are you happy with the way your debate went? If so, what do you think made it successful? If not, what could have been done to improve it?